



**Maryland Commission  
on LGBTQIA+ Affairs**

**Bill Title:** Commission on History, Culture, and Civics in Education

**Bill Number(s):** HB0627

**Position:** FAVORABLE

**Date:** February 16, 2026

**Submitted by:** Jeremy Browning, Director of the Maryland Commission on LGBTQIA+ Affairs

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**To:**

House Ways and Means Committee

The Hon. Jheanelle K. Wilkins, Chair  
The Hon. Jessica Feldmark, Vice Chair

**Testimony on behalf of the Maryland Commission on LGBTQIA+ Affairs:**

The Maryland Commission on LGBTQIA+ Affairs, created by the Maryland General Assembly, works to serve LGBTQIA+ Marylanders by galvanizing community voices, researching and addressing challenges, and advocating for policies that advance equity and inclusion. The Commission envisions a Maryland where all LGBTQIA+ people can live full and authentic lives. As a vital resource, the Commission collaborates with public officials, agencies, and community partners to ensure the rights and dignity of LGBTQIA+ Marylanders are protected and respected.

On behalf of the Maryland Commission on LGBTQIA+ Affairs, we strongly support House Bill 627 to establish a Commission on History, Culture, and Civics in Education. The establishment of this Commission is particularly commendable as it recognizes the need to amplify the voices and contributions of historically marginalized communities, including LGBTQIA+ communities. By including representation from Maryland's Indigenous American tribes, the disability community, ethnic communities, and LGBTQIA+ communities, this new Commission will help inform curriculum standards and educational guidance that accurately reflect the full history and diversity of our state.

This legislation has been a priority for the Maryland Commission on LGBTQIA+ Affairs in previous legislative sessions and remains especially important now, given the national rhetoric and policy efforts attempting to erase LGBTQIA+ people and other marginalized communities from public life.

The 2021 GLSEN National School Climate Survey reveals that LGBTQIA+ students who attend school with an LGBTQIA+-inclusive curriculum reported decreased instances of biased language, increased GPAs, higher levels of self-esteem, decreased levels of depression, and

increased interest in post-secondary education. Despite these benefits, only 26.7% of LGBTQIA+ youth in Maryland were taught positive representations of LGBTQIA+ people, history, or events. Inclusive curricula help create safer and more supportive learning environments, which is essential for student well-being, engagement, and academic success.

The bill also highlights the importance of intersectionality, acknowledging the contributions and challenges faced by individuals who belong to multiple minority groups. This holistic approach to understanding our history and culture is essential in fostering a more inclusive educational environment and greater civic engagement.

In conclusion, House Bill 627 represents an important step toward a more inclusive and accurate understanding of our shared history and civic life. By establishing the Commission on History, Culture, and Civics in Education, we can work towards a more comprehensive and accurate representation of our diverse history.

For these reasons, the Maryland Commission on LGBTQIA+ Affairs urges a favorable report on House Bill 627.

## **References:**

GLSEN. (2022). *The 2021 National School Climate Survey: The experiences of LGBTQ+ youth in our nation's schools.*